

Presentation Accommodations

| Effect of Disability | Accommodations |
|--|---|
| Specialized Presentation Formats | |
| Visual Formats | |
| Unable to see standard print, needs enlargement | Large print materials |
| Difficulty understanding language in printed text | Sign language presentation to accompany text for beginning readers |
| Unable to hear and understand oral language | Video recording with closed captioning and descriptive video |
| Tactile Formats | |
| Unable to see print, uses tactile formats | Braille Refreshable braille display Nemeth Braille Code Tactile graphic image Real objects |
| Auditory Formats | |
| Unable to see print, uses auditory format Unable to recognize or decode printed words, uses auditory format | Read aloud by person Recorded books Screen-reader software—text-to-speech Equipment with auditory output |

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|---|---|
| Presentation Supports | |
| Visual Enhancement | |
| Difficulty seeing standard print, needs enlargement | Magnification equipment <ul style="list-style-type: none"> - Magnifier - Computer screen magnification - Video magnifier |
| Difficulty seeing print | Reduced glare or direct lighting Minimized visual distraction Colored overlay filter Visual cues—colors, highlighting |
| Loses place while reading | Blank card to mark place Card with cut-out window Ruler or guide to isolate line of text |
| Unable to hold print materials open Difficulty reading on flat surface | Positioning tools <ul style="list-style-type: none"> - Tilt-top desk - Book stand - Page holder Materials secured to work area |
| Word Recognition | |
| Difficulty with phonological awareness and phonetic decoding Difficulty with high-frequency sight words Difficulty with structural analysis (affixes, root words) Inability to read fluently | Leveled books Digital text (tagged electronically) that provides audio feedback or word meanings Portable scanning device Personal word list Repeated reading |

| Effect of Disability | Accommodation |
|--|---|
| Presentation Supports, cont. | |
| Comprehension | |
| Limited knowledge of vocabulary meaning Insufficient background knowledge or experience | Preview of vocabulary or key points Advance organizer Highlighting or color coding Digital text (tagged electronically) that provides word meanings Hands-on activity, picture, or diagram |
| Difficulty identifying main idea and supporting details Difficulty understanding text structure Difficulty making inferences and drawing conclusions | Advance organizer Highlighting or color coding main ideas and supporting details Digital text (tagged electronically) that provides structural clues (header, sidebar), and summary, outline, or key questions Study guide Hands-on activity, picture, or diagram |
| Listening | |
| Difficulty understanding information presented orally Difficulty maintaining attention | Advance organizer Explicit verbal or visual cues |
| Difficulty remembering information presented orally | Active involvement Repetition and clarification of important information Note-taking assistance |
| Unable to hear spoken language | Assistive listening devices |

| Effect of Disability | Accommodation |
|--|---|
| Presentation Supports, cont. | |
| Following Directions | |
| <p>Difficulty remembering steps and procedures</p> <p>Difficulty understanding what is expected</p> <p>Lack of attention to detail</p> <p>Impulsive, easily distracted</p> | <p>Signal or prompt</p> <p>Self-instruction and self-questions</p> <p>Directions with pictures or diagrams</p> <p>Simplified directions</p> <p>Copy of directions</p> <p>Directions repeated, summarized, or clarified</p> <p>Opportunity to paraphrase</p> <p>Sample problem or task</p> <p>Monitoring</p> <p>Uncluttered and clearly organized material</p> <p>Visual cue</p> |

Response Accommodations

| Effect of Disability | Accommodation |
|--|---|
| Alternate Response Modes | |
| Unable to use handwriting or keyboarding Speed of writing is too slow to keep pace with language/ expression Difficulty with expressive language | Scribe to record dictated responses Word processor/computer Word prediction software Braille Portable note-taking device Voice recorder Voice recognition software—speech-to-text Sign language Augmentative and alternative communication, such as communication board or other assistive device |
| Response Supports | |
| Handwriting | |
| Lack of coordination, weakness, no hand dominance Inadequate pencil grasp Use of excessive pressure when writing Lack of endurance for writing Illegible handwriting | Pencil, marker, or crayon of different diameters High contrast writing tool Mechanical pencil Nonabrasive eraser Pencil or pen grip—triangular, pear-shaped, or grip with finger indentations |
| Inadequate eye-hand coordination Errors in letter and word formation or spacing Visual perceptual or spatial-orientation difficulties Illegible handwriting | Finger spacer Handwriting guide Alphabet strip Specialized writing paper—colored or raised lines, gridded paper Visual cues on paper (stop, start, margins) |

| Effect of Disability | Accommodation |
|--|---|
| Response Supports, cont. | |
| Handwriting, cont. | |
| Weak postural control Lying on desk, slouching | Paper stabilizer Slant board Physical support or positioning |
| Illegible handwriting Difficulty copying work Slow production Low productivity | Test responses monitored to ensure answers correspond with questions Responses recorded directly on worksheet or in test booklet Word prediction software Task adaptations—reduced demands |
| Written Expression | |
| Weak expressive language skills Expresses ideas orally but cannot convert into written language Limited vocabulary Difficulties with syntax | Thesaurus or dictionary Word prediction software Task adaptations—respond in alternate ways |
| Weak mechanics or skills Inconsistent use of capitalization and punctuation Missing or inappropriate grammar | Word processor with grammar check Checklist, cue card, or reference card for editing Strategy or procedure for editing |
| Inconsistent spelling, phonetic spelling Insufficient memory for frequently used words Insufficient knowledge of common spelling words | Word processor with spell check Individualized spelling list Electronic dictionary with spell check |

| Effect of Disability | Accommodation |
|--|--|
| Response Supports, cont. | |
| Difficulty organizing information Difficulty identifying ideas for writing | Outlining techniques Strategies, templates, and graphic organizers |
| Oral Expression | |
| Poor oral expression Difficulty articulating speech Difficulty finding words Difficulty with syntax Difficulty with pragmatics | Increased wait time Use of visuals Task adaptations—alternate ways of giving oral presentations |
| Mathematics | |
| Difficulty with computation fluency | Calculation devices - Math Windows® - Abacus - Adapted calculator Tactile tools and materials Chart of math facts Concrete materials and manipulatives |
| Difficulty with procedural skills or problem solving | Planning guides - Graphic organizer - Flow chart - T-chart Special paper—gridded paper for computation |
| Difficulty with conceptual knowledge or application | Concrete models and manipulatives Visual representations |

Setting Accommodations

| Effect of Disability | Accommodation |
|---|---|
| Accessibility | |
| Lacks mobility Unable to open doors | Physical access—ramps, nonslip surfaces, guide rails, automatic doors, elevators |
| Has motor impairments | Accessible workstation |
| Has sensory limitations | Specialized lighting Acoustical treatment Preferential seating |
| Has needs that can only be met in a specialized setting | Alternate learning environment |
| Behavior Management | |
| Lacks self-control | Class rules and expectations Regular procedures Alternative activities Individual setting—one-on-one Small group setting |
| Unable to concentrate Difficulty maintaining attention | Reduced sources of distraction Preferential seating Noise buffer Individual setting Small group setting |
| Organization of Space and Materials | |
| Difficulty organizing work space, personal space, textbooks, and materials Insufficient attention to details | Compartmentalized storage container Diagram for storage of materials Checklist of required materials and tools Binders and folders—color coded Limited amount of materials available to student Access to materials outside of class |
| Time Allocation | |

Scheduling Accommodations

| Effect of Disability | Accommodation |
|--|---|
| Works slowly Use of accommodation, such as assistive technology, that requires more time Medical condition affects effort | Extended time Breaks Schedule adjustments <ul style="list-style-type: none">- Preferred time of day- Preferred day of week |
| Time Management | |
| Short attention span Difficulty staying on task until completion Easily distracted Completes assignments quickly but inaccurately | Predictable routines and procedures Assignments separated into parts Time limits for assignments |
| Difficulty remembering what to do | Visual schedule Checklist of individual responsibilities Assignment planner Electronic device with alarms/cues |